



Teachers' Attitudes Towards Inclusion Scale Adjusted
Version Attached: Full Test

PsycTESTS Citation:

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Instrument Type:

Inventory/Questionnaire

Test Format:

The 21 items of the measure are answered with Likert-type response scales.

Source:

Supplied by Author.

Original Publication:

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Contact Corresponding Author.

**Teachers' Attitudes Towards Inclusion Scale Adjusted
TAISA**

Items

Please circle the appropriate item

(I) **Please indicate your gender:**

Male Female

(II) **Does a member of your family or a friend with whom you have regular contact with have additional support needs?**

Yes No

(III) **Please select the course that you are studying:**

(IV) **What is your current year of study?**

1 2 3 4 Post Grad

(V) **What is your specialism/proposed specialism (e.g., physical education, psychology)**

(VI) **Please indicate your age: _____**

(VII) **Have you studied a module or unit on inclusive education?**

Yes No

(VIII) **Have you experience of working in a school in some form of teaching**

Yes No

FOR ALL THE FOLLOWING QUESTIONS PLEASE INDICATE WHETHER YOU DISAGREE OR AGREE WITH THE STATEMENT BY SELECTING A SCORE TO REPRESENT YOUR VIEW

(Strongly Agree) 6 5 4 3 2 1 (Strongly Disagree)

- (1) Students with additional support needs should be educated in a mainstream school.
- (2) Educating children with additional support needs in mainstream classes has a detrimental effect on the other children in the class.
- (3) I feel that my teacher-training programme is preparing me adequately for working with all children irrespective of disability.
- (4) I feel competent to work with students who have varying levels of difficulties.

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- (5) Students with additional support needs have the social skills required to behave appropriately in the classroom.
- (6) The presence of students with additional support needs in my mainstream class will have only a minimal effect upon my implementation of the standard curriculum.
- (7) Including children with additional support needs in the classroom can adversely affect the learning environment of the class.
- (8) A lot of the learning strategies employed in the classroom are applicable to all students not just those with additional support needs.
- (9) Some children have difficulties that mean that they should not be educated in mainstream schools.
- (10) I will be able to make a positive educational difference to students with additional support needs in my classroom.
- (11) Student peers will reject students with additional support.
- (12) Students performing at a level more than 3 years below their chronological age should still be educated in mainstream classes.
- (13) Children with Social and Emotional Behavioural Difficulties should be educated in the mainstream class only if there is sufficient support in place for the class teacher.
- (14) It is not beneficial for children with additional support needs to be educated in mainstream schools.
- (15) It is my job, as a teacher, to provide alternative materials for students who have additional support needs (e.g., printed sheets of work from the whiteboard).
- (16) The daily or weekly formative assignments that are given to students to assess the class should be adapted for children with additional support needs.
- (17) The teacher should usually attempt to ensure that all the children in the class, irrespective of levels of difficulty or ability, are able to participate in the class as much as is possible.
- (18) With appropriate support, I could teach all students (including additional support needs) in the same class.
- (19) A teacher, if given what are regarded to be appropriate resources, could teach the vast majority of children with additional support needs.
- (20) Children with additional support needs learn best when grouped with others with similar needs.
- (21) I do not support the policy of inclusion no matter how much extra support the teacher is given in the class.

PLEASE PROVIDE YOUR DEFINITION OF INCLUSIVE EDUCATION:
